Enhancing the Basic Learning Skills of Older Nova Scotians

Context and Strategies

September 2003

NOVA SCOTIA
Senior Citizens' Secretariat

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About the Nova Scotia Senior Citizens' Secretariat

The Secretariat acts as the central site for the affairs of Nova Scotia's seniors. Its mission is to plan and develop policies, programs and services for seniors. To fulfill its mission, the Secretariat seeks the input of seniors and works closely with other government departments and agencies. It also provides resources and information about aging in Nova Scotia.

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The Nova Scotia Seniors for Literacy Committee is pleased to present *Enhancing the Basic Learning Skills of Older Nova Scotians—A Resource Kit* and its related publication *Enhancing the Basic Learning Skills of Older Nova Scotians—Context and Strategies*. Both are an outcome of the project *Cultivating Lifelong Learning Opportunities for Seniors,* the second phase of the committee's strategy to address low literacy skills among older adults in our province.

The first phase was the 2001 *Nova Scotia Seniors for Literacy Project,* which explored the literacy needs of older Nova Scotians. Both phases were undertaken by the Nova Scotia Seniors for Literacy Committee, which is supported by the Nova Scotia Senior Citizens' Secretariat and funded by the National Literacy Secretariat (NLS) of Human Resources Development Canada (HRDC), in partnership with the Nova Scotia Department of Education.

Special thanks go to a number of people for contributing to the second phase. These are the coordinators of Community Learning Networks around the province who provided valuable feedback on the first draft of the learning resources; staff at the Nova Scotia Senior Citizens' Secretariat, especially librarian Jane Phillips for her professional help; and members of the Nova Scotia Seniors for Literacy Committee (See Appendix C) for their guidance and support, particularly Martha Shinyei and Heather Praught.

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Project Coordinator

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INTRODUCTION

Background

In 2001, the Nova Scotia Seniors for Literacy Project recommended that information and resources be developed to help Nova Scotia's Community Learning Networks design meaningful programs and effective learning opportunities for older adults [1].

In response to that recommendation, the Nova Scotia Seniors for Literacy Committee has prepared *Enhancing the Basic Learning Skills of Older Nova Scotians—A Resource Kit* and this related publication *Enhancing the Basic Learning Skills of Older Nova Scotians—Context and Strategies.*

Both publications are an outcome of the current Cultivating Lifelong Learning Opportunities for Seniors project [2], which represents the second phase of the committee's overall strategy to address low literacy skills among older Nova Scotians.

Enhancing the Basic Learning Skills of Older Nova Scotians—Context and Strategies provides background information and statistics about older adults, gives an overview of learning in later life, identifies the barriers to learning, and suggests strategies to overcome them. It also includes a list of the resources in

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[1] *Nova Scotia Seniors for Literacy Project, December 2001. Final Report.*

[2] From the Nova Scotia Seniors for Literacy Committee proposal to the National Literacy Secretariat (NLS) 2002 regarding the project *Cultivating Lifelong Learning Opportunities for Seniors.*

the *Enhancing the Basic Learning Skills of Older Nova Scotians—A Resource Kit*, and many other resources available to support older adult learning.

The resource kit is a binder of learning resources on topics of interest to older adults such as storytelling, medication and self-care, safety, hobbies and history, nutrition and fitness, information technology, personal finances, computer learning and everyday math. The kit is designed to be used by staff and volunteers associated with Nova Scotia's Learning Networks.

The Learning Networks are province-wide community-based learning programs that serve the literacy and upgrading needs of adults. According to a recent report, most of the adults attending these programs are under the age of 50. During the year 2001-2002, only 345 out of 2,372 (or 14.5%) were learners over the age of 50. [3] The Nova Scotia Seniors for Literacy Committee believes that more learners over age 50 will be attracted to community-based learning now that the Networks have learning resources that respond to the interests of older adults.

Addressing the literacy needs of older Nova Scotians is an important undertaking. According to the Special Surveys Division of Statistics Canada, in 1994 over 80% of seniors in Nova Scotia had literacy skill below level 3.[4] Results of the 1996 *International Adult Literacy Survey* indicated that in Canada, as many as 65% of older adults (ages 56 to 65) had literacy skills

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[3] Memo from the Adult Education Division, Skills Nova Scotia, N.S. Department of Education, 2002.

[4] "*Nova Scotia , A Society for all Ages" Taking a Look at the Aging Population* Vol.1 Issue 3, Human Resources Development Canada, 1998.

below level 3. Literacy level 3 is said to be the minimum level needed for everyday interactions. It is also the literacy level of persons who are ready to graduate from high school and enter college, and denotes the ability to synthesize information and to solve difficult problems. [5]

What's in this publication?

This publication consists of the following three parts and appendices.

Part 1-Older Adults in Nova Scotia profiles the older adult in this province. It presents several definitions of "older", some statistics about where older adults live in Nova Scotia, and their level of education. There is also a list of facts and myths about aging.

Part 2-Learning in Later Life presents what we know about older adults and why they want to learn in later life.

Part 3-Overcoming the Barriers to Learning in Later Life presents barriers that may prevent older adults from seeking learning opportunities and suggests strategies on how to remove those barriers. This section also lists some of the benefits to the learner and society that may result from helping older adults upgrade their basic skills.

The **Appendices** include the list of learning resources found in the resource kit. The list also contains titles and information on other resources to support older

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[5] "*Reading the Future: A Portrait of Literacy in Canada*". Government of Canada, 1997.

adult learning in such areas as health centres, computer programs for seniors, community libraries, special care facilities and the workplace.

What's in the resource kit?

The resource kit contains resources on topics that reflect the interests of Nova Scotia seniors as expressed in the 2001 *Nova Scotia Seniors for Literacy Project.* Every effort was made to find material that is interactive, easy to read and understand. The resources are grouped under the following nine headings:

1) Storytelling
2) Health
3) Nutrition and Fitness
4) Hobbies and History
5) Safety
6) Information Technology
7) Personal Finances
8) Computer Learning
9) Math

Most of the material was taken from professional journals, books, newsletters, and the Internet. Other material, such as booklets and pamphlets, was obtained from federal and provincial government departments and agencies, as well as from non-government organizations. Permission to reproduce copyrighted material was obtained from authors and publishers.

Who will use the resource kit?

Although the resource kit is intended primarily for the coordinators and literacy tutors associated with the Community Learning Networks, it will also be useful to other partners who are interested in meeting the literacy needs of older learners in their communities. These partners may include instructors in computer training programs for seniors; health educators in clinics for diabetes or other chronic diseases; health care providers; recreation coordinators in seniors' residences and long term care facilities; or, librarians in local libraries.

The resource kit will also be useful to those who offer upgrading skills to older workers in the workplace. The Nova Scotia Department of Education's Skills and Learning Branch is currently working with Human Resources Development Canada on a project known as the Older Worker Pilot Project Initiative. It provides upgrading opportunities and career services to older workers in an effort to help them re-enter the workforce or maintain their employment. [6]

It is generally recognized that most Canadian workers aged 55 to 64 (and a high proportion aged 45 to 54) employed in traditional industries requiring limited skills, are presently unable to meet labour market literacy requirements. [7]

The International Adult Literacy Survey shows that most Canadian adults, aged

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[6] Information pamphlet *Older Workers An Asset to the Workplace.* Skills Nova Scotia, Department of Education.

[7] *Older Workers in the Labour Market,* from the Forum of Labour Market Ministers, Canada. 2002.

56 to 65, have not received extended formal schooling and are at a disadvantage in the workplace. This puts them at risk of being unemployed or of being employed with low earnings. [8]

[8] *"Skills for the Twenty-first Century"*, Highlights from the Final Report of the International Adult Literacy Survey: Literacy in the Information Age, www.nald.ca.

PART 1: OLDER ADULTS IN NOVA SCOTIA

Who are "older adults"?

The definition of "older adult" is not universal. Depending on which country you live in, older adulthood can begin anywhere from the ages of 40 to 65. So, for some, old age can span the better part of their life. The term "older" can sometimes mean a change in one's status. An older worker, for instance, may be one who makes a midlife career change, who is retired and returns to work, or who is a displaced worker or a homemaker. In some cultures, a person is considered to be "older" by becoming a grandparent.

In the United Kingdom, the period between 50 and 74 years is known as the "third age", and 75 and older is known as the "fourth age". Some authors refer to the "third age" as "post-work" years. A recent report from the U.K. makes the point that the term "older people" (i.e. 50+), means they are "all those who find that age has an impact on their ability to make choices about how they develop and use their skills and experience". [9]

In Nova Scotia, age 65 is generally accepted as the "senior" age.

[9] "Challenging Age: Information, Advice and Guidance for Older Age Groups". Department of Education and Skills, U.K. 2003

Where do they live?

According to *A Statistical Profile of Nova Scotia Seniors-2003* [10], the current senior population in Nova Scotia is 129,200. Out of that total, Halifax Regional Municipality has the largest population at 40,400, followed by Cape Breton County (17,280), Kings County (8,300), Lunenburg County (8,270) and Pictou County (7,400). In terms of the percent of total county populations, however, the largest concentrations of seniors reside in the counties of Guysborough (18.7%), Annapolis (17.9%), Digby (17.7%), Queens (17.5%), and Cumberland (17.4%). The lowest concentrations are found in Halifax Regional Municipality (10.8%), Hants County (12.4%), and Antigonish County (12.6%). See Table 1.

Table 1: Counties with highest population, and highest and lowest concentration of seniors

Counties with highest population of seniors		Counties with highest concentration of seniors		Counties with lowest concentration of seniors	
Halifax Regional	40,400	Guysborough	18.7 %	Halifax Regional	10.8 %
Cape Breton	17,280	Annapolis	17.9 %	Hants	12.4 %
Kings	8,300	Digby	17.7 %	Antigonish	12.6 %
Lunenburg	8,270	Queens	17.5 %		
Pictou	7,400	Cumberland	17.4 %		

[10] *A Statistical Profile of Nova Scotia Seniors-2003*. Nova Scotia Senior Citizens' Secretariat, May 27, 2003.

Education levels

According to the same statistical profile, in 1996, 57.4% of adults 65 years and older, and 32.4% of those between ages 55 and 64 had not completed high school. Of the 82,600 Nova Scotians who did not complete grade nine, 39.5% were 65 years and older, and 19% were between ages 55 and 64.

The 1996 *International Adult Literacy Survey* indicates that many adults in the above age groups do not have the basic literacy skills to deal with everyday activities. Inadequate literacy skills can prevent them from completing forms properly or from reading information on medicine containers. With poor literacy skills, adults are unable to comprehend basic information on topics such as health, nutrition, and legal matters. Problems also arise when having to fill out a cheque, or read a bank statement.

In spite of these constraints, many older adults have learned to cope well. However, difficulties often arise after the loss of their support persons, or when faced with increasing complexities in their daily lives such as banking machines, automated telephone systems, or computer technology.

Facts and myths about aging [11]

Myth: **Most older people are pretty much alike.**

Fact: Older adults resemble each other no more than younger people. They are just as diverse, with feelings and thoughts that differ from person to person.

Myth: **Older adults are generally alone and lonely**.

Fact: Although many seniors in Nova Scotia live alone (29%), a much higher proportion of them lives with a partner (59%). This is a higher proportion than adults less than age 55 at 48%.

Myth: **Older adults are sick, frail, and dependent on others.**

Fact: Older adults are not all ready to retire at age 65 and some are still employed full-time. In Nova Scotia, 43% of persons aged 55 to 64, and 7 % of those aged 65+, are still gainfully employed. Most older people live independently. Statistics show that in 2001, only 4% of Nova Scotia seniors lived in licensed long term-care facilities.

Myth: **Older adults are often cognitively impaired.**

Fact: Most older adults do not suffer a decline in intellectual abilities, and when they do it is generally not severe enough to cause problems in their daily living. According to the Alzheimer's Society of Canada, only 1 in 13 persons over age 65 has Alzheimer's or dementia. If older adults appear forgetful or confused, the reasons could be similar to those experienced by younger people, such as fatigue, stress, illness or medication use.

Myth: **Older adults are depressed.**

Fact: According to Health Canada, rates of hospitalization for depression and bipolar disorders in 1999/2000 were less for older persons than they were for those aged 45 and under. The American Psychological Association reports that older people in the U.S. experience fewer diagnosable psychiatric disorders than

younger people. It notes that seniors' satisfaction with life is good, if not better than that of other age groups.

Myth: **Older adults become more difficult and rigid with advancing years.**

Fact: Some older persons are set in their ways and some are not. Studies show that personality remains relatively consistent throughout the lifespan.

Myth: **Older adults are well off financially.**

Fact: In 2000, the average household income (before taxes) for Nova Scotia seniors aged 65 and over, was reported to be $31,100 or 59% less than that of younger age groups whose average household income was $52,450.

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[11] Facts are from statistics compiled by the Nova Scotia Senior Citizens' Secretariat (2003).

Myths are adapted from "*What Practitioners Should Know About Working with Older Adults*", American Psychological Association, 1998. www.apa.org,

PART 2: LEARNING IN LATER LIFE

What we know about older adults and learning

Before embarking on a basic learning program for older adults it is important to understand what is already known about learning in later life. First and foremost, it must be acknowledged that older adults are potential learners no matter what their age. They are also *active* learners, as opposed to *passive*, unmotivated, or intellectually declining learners. According to some gerontologists, a number of encouraging statements can be made pertaining to learning characteristics of older adults.

- Most older persons remain as intelligent as they always were.
- When intelligence scores decline with age, it is usually due to the speed of performance.
- Many people *seem* to become forgetful as they age. This may be due to slower retrieval of information rather than total loss of recall. If they are taught to store new information more efficiently, the retrieval process improves significantly.
- Adapting the learning environment and methods of instruction can compensate for the normal changes in the body and mind due to aging. [12]

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[12] "*Different Needs, Different Strategies: A Manual for Training Low-Income, Older Workers*". National Senior Citizens' Education & Research Center, Inc. Maryland 1998.

Why adults want to learn in later life

Research shows that some older adults want learning opportunities that will lead to a diploma or degree, but most have other motives. It is a time in life when learning programs are often undertaken for the sheer pleasure of learning.

The National Institute of Adult Continuing Education (NIACE) which promotes lifelong learning for disadvantaged adults in the U.K., lists a number of reasons why people engage in learning in later life. [13] These reasons are:

- intellectual stimulation
- to gain qualifications
- to help find/change a job
- for fun
- to fill time
- interest in a particular subject
- personal development
- better social interaction
- to help other family members
- ability to make demands more effectively
- to help with voluntary and community work

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[13] National Institute of Adult Continuing Education -NIACE, Briefing Sheet 15, September, 2000.

- to improve health (It has been shown that concentration takes the mind off physical, mental and emotional problems. Learning is associated with benefits such as increased confidence and self-esteem, being better able to cope with illness, feeling less ill and changes in lifestyle behaviour. [14])

It is clear that learning in later life is not just about learning to read and write. For older adults, it may mean learning life-coping skills that suit their life style at a particular time and offer new opportunities for personal development.

It has been found that many older adults turn to learning opportunities when change or crisis occurs in their life, such as a change in employment, retirement, bereavement, or divorce. It is important to take into account the diversity of learning needs.

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[14] Description of the 2000 NIACE publication "*The Impact of Learning on Health* ".

PART 3: OVERCOMING THE BARRIERS TO LEARNING IN LATER LIFE

One approach to accommodate the basic learning needs of older learners is to determine the barriers that discourage them from taking part in learning activities. Research shows there are many reasons why older adults may not be keen on being lifelong learners. Some of these are presented on the following pages under the headings of **physical, psychological,** and **socio/economic** barriers.

Many of the corrective strategies for overcoming barriers to learning were recommended by seniors in the 2001 *Nova Scotia Seniors for Literacy Project.* Other strategies were taken from the resource material listed in Appendix A and are consistent with those cited in the literacy project.

PHYSICAL BARRIERS AND CORRECTIVE STRATEGIES

Barrier	***Strategy***
Location Learning sessions may be perceived to be held in places that are unsafe, inaccessible, and inconvenient.	• Create a learning environment in which learners can move about safely without fear of falling. • Offer programs close to where seniors live.
Health Chronic health problems and deficits in hearing and vision may keep older adults away from learning sessions	• Use good lighting that avoids glare, contrasting colors of doors and stair edges, signs at eye-level, as well as carpeting and drapes which cut down on resonance and background noise. • Use educational material that is standard print (14 font is ideal for seniors). Use non-reflective paper, preferably buff in colour. • Provide a relaxed seating arrangement. For some older adults, working around a table rather than in a formal classroom setting is preferable.

Barrier	***Strategy***
Transportation Lack of transportation may be an issue.	• Provide transportation where needed, or provide parking that is free or low cost, safe from hazards and well lit.
Disabilities An older adult may be housebound or immobile.	• Include home-based learning programs when needed.

PSYCHOLOGICAL BARRIERS AND CORRECTIVE STRATEGIES

Barrier	***Strategy***
Lack of Self-awareness Many older adults have few opportunities to enhance their intellectual skills, so they have the tendency to underestimate their potential to learn.	• Before learning basic skills, provide time to allow seniors to grow confident, learn how to participate in discussions, and present their views.
Past experience Older adults may have had a poor experience with their initial education.	• Include group discussions to stimulate creative thinking. This works well with confident older learners due to their vast experiences, motivation and mature interaction skills. Group work is effective if not overdone. It can allow older people to become empowered and assume responsibility for their own learning.

Barrier	***Strategy***
Past experience (cont.)	Being with peers, engaged in a positive learning activity, is an effective way to break social isolation.
Cultural differences Some feel they have values, goals, and attitudes that differ from the rest of the community. Learning activities may be irrelevant and/or inappropriate.	• Make learning opportunities relevant, appropriate and accessible to all cultural groups.
Goal Setting Some older adults may have difficulty setting learning goals.	• Provide seniors with the agenda and program expectations ahead of time to alleviate any anxiety. • Consult with older adults about their learning needs. They are used to setting priorities and scheduling their time. So they may like to help plan their learning activities, and choose their own resource material. Setting clear goals is one of the best motivators for older adult learners. Together, the learner and facilitator can identify the learner's goals and use them to create a learning plan that the older adult can use to self-monitor.

Barrier	***Strategy***
Goal Setting (cont)	The goals of many older adults may include learning everyday skills such as reading medicine labels and news articles, doing comparison-shopping, and understanding personal finances.
Concentration Some older persons may not be used to long periods of concentration.	• Keep learning slow paced. Using recaps and key words help older adults concentrate and retain what they have learned. Writing lists, learning by doing and re-reading material after class and activities can help memory retention. • Offer programs at convenient times, such as in the morning or early afternoon. Sessions lasting sixty to ninety minutes, with stretch breaks and refreshments are considered long enough.
Memory Many do not trust their memories and fear they will be slow learners or unable to keep up. They are anxious about asking questions for clarification.	• See *Concentration.* • See also *Lack of Self-awareness*

Barrier	***Strategy***
Stigma Many seniors may be embarrassed by their low literacy skills. Literacy is an unfamiliar word, and they may associate it with younger adults and equate it with failure on their part.	• Use terms like "reading, writing, and math skills", rather than "literacy skills". • Refer to "literacy programs" as "programs to improve reading, writing, and math".
Lack of Self-esteem In a rapidly changing world, they may feel obsolete and think they have nothing to contribute. Or, they may feel they are treated differently, or in a condescending way.	• Deal with the anxiety that older adults feel at the beginning of the session. The use of "ice-breakers" and assuring learners that their questions are valued help to alleviate anxiety. • Use a variety of ways to celebrate the successes of older learners, such as honouring the "senior learner of the year". • Avoid "elderspeak". Using terms like "honey" and "dearie" in a sing-songy voice, is neither useful nor respectful to older adults. • Follow-up with seniors when they are absent from a session to assure them they are respected and missed.

SOCIOLOGICAL BARRIERS AND CORRECTIVE STRATEGIES

Barrier	***Strategy***
Adult education Adult education provides opportunities for adults to increase their basic skills and to ultimately earn credentials. Seniors are generally not interested in earning credentials and prefer not to make that kind of long-term commitment.	• Provide older adult education in the context of lifelong learning, not always as a means to earn credentials. • Develop a communication plan to promote literacy as a lifelong-learning opportunity and inform community leaders and the public of the needs of seniors.
Ageism They feel age discrimination, because they perceive education as always being for the young.	• In learning environments, use older adults as models, and praise them in their communities. • Employ a paid facilitator who is either close in age to the learners, or sensitive to their needs.
Participation The voice of older learners is often unheard. For many older adults, the sharing of ideas was not emphasized in school.	• Encourage seniors to play a central role in the planning and development of learning programs for seniors, and offer small group or one-on-one programs.

Barrier	***Strategy***
Workplace Older people are the first to be made redundant at work and may be excluded from upgrading courses.	• Try to address the older adult's concerns, before building confidence and skills. Their readiness to learn is very much related to their current life-stage, such as being a grandparent, a caregiver, an older worker, a retiree, or a volunteer.
Gender Older women are less likely to have benefited from education. The fact she is a "woman" as well as "older", likely means that learning activities were not a priority in her earlier years due to family commitments.	• Emphasize that seniors can often transfer their existing knowledge to new situations. Drawing on the experiences of older adults and assessing their prior learning may raise their self-esteem and is useful in attracting older learners.
Information Many older adults do not know about the learning opportunities available to them.	• Ensure that older adults, family members and/or professionals know about the learning opportunities available. Partnering with seniors' groups in the community is essential. • Use a variety of methods to attract seniors to learning programs including sending invitations from well-known and respected seniors.
Poverty Some older adults may not have the financial resources to pay for a learning program.	• Provide learning opportunities that are free or affordable to all.

Benefits of enhancing the basic skills of older adults

Older adults who improve their basic reading and writing skills can enhance their health and well-being. Benefits may include:

- being able to live independently as long as possible
- being able to handle one's personal finances and avoid scams
- remaining healthy and fit
- continuing to be socially involved and connected to one's community
- participating in the labour market, and
- coping with automation such as bank machines, telephone messaging services and computers.

CONCLUSION

Conclusion

It is recognized that low levels of education and literacy among older adults go hand in hand with poor health, poverty, dependency, elder abuse, over-medication, addictions, and social isolation. [15] It is our hope that *Enhancing the Basic Learning Skills of Older Nova Scotians—A Resource Kit,* and its related publication *Enhancing the Basic Learning Skills of Older Nova Scotians—Context and Strategies,* will serve as instruments to help alleviate some of those issues by providing relevant learning programs for older adults.

As Alexandra Withnall, a British researcher in older adult education, reminds us in her 1992 article *Literacy and the Older Adult,* "It is surely important that, in the current political and economic situation, we do not lose sight of the basic philosophy behind the provision of adult literacy...literacy as a basic human right for the advancement of everyone in society, not just a provision to be justified in economic terms." [16] Her words are equally applicable today.

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[15] "*At Risk: A Socio-economic Analysis of Health and Literacy Among Seniors*". Statistics Canada, 1998.

[16] Withnall, A., "*Literacy and Older Adults*", p.33 in Morgan, K. (1992) Gerontology: Responding to an Aging Society, Jessica Tingley Publishers, London.

APPENDICES

Appendix A: Learning resources for older adults

This appendix, provided in table format, identifies many of the resources available to support older adult learners in enhancing their basic skills. Every effort was made to find resources that are interactive and easy to read. Many were found in professional journals, books, newsletters, and on the Internet. Others were obtained from federal and provincial government departments and non-government organizations. Permission to reproduce copyrighted material was obtained from authors and publishers.

Under the following subject headings, the table lists each resource by name, briefly describes it, and indicates where it can be obtained:

- Storytelling (page 27)
- Health (page 29)
- Nutrition and Fitness (page 32)
- Hobbies and History (page 34)
- Safety (page 35)
- Information Technology (page 36)
- Personal Finances (page 37)
- Computer Learning (page 39)
- Math (page 40)
- Teaching Older Adults (page 41)
- Other Resources on Literacy and Older Adults (page 47)

Many resources are included in *Enhancing the Basic Learning Skills of Older Nova Scotians—A Resource Kit* that will be provided to the staff and volunteers of Nova Scotia's Community Learning Networks listed in Appendix B.

A limited number of resource kits will also be available to others on loan from the Information Resource Centre at the Nova Scotia Senior Citizens' Secretariat. The resource kits may be borrowed for a one-month period and can be mailed to you with return postage paid. For more information, contact the librarian at:

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Toll-free: 1-800-670-0065
E-mail: scs@gov.ns.ca
Website: www.gov.ns.ca/scs

APPENDIX A: LEARNING RESOURCES FOR OLDER ADULTS

RESOURCE	DESCRIPTOR	LOCATION
Storytelling		
• **A Guide for Story Circle Facilitators (11 p.)** • **The Story Circle Network (brochure)** • **Memoirs: Piecing Together the Patterns of Our Lives (brochure)**	A guide and two brochures published by a group of women in Texas interested in story circles. The guide describes the story circles and how to organize and facilitate them. The brochures indicate how to become a member of the circle network.	**In the Resource Kit** Also available from: Story Circle Network P.O. Box 500127, Austin, Texas 78750-0127 www.storycircle.org.
Bringing our Stories Home: An English Language Literacy Project of the Intercultural Grandmothers Uniting (Book-96 p.)	A report describing a literacy workshop for 26 women from rural, urban and First Nations communities. Personal stories were shared by writing and reading them to each other. Tips on different approaches to use are included. Edited and compiled by Brenda MacLauchlan.	Available from: Seniors Education Centre, University Extension, University of Regina. or can be borrowed from: Nova Scotia Senior Citizens' Secretariat Information Resource Centre, Halifax. Telephone: 1-800-670-0065.
• **Memories (32 p.)** • **Memories II (36 p.)** • **A Different Era Volume II (12 p.)** • **Believe it or Not...But They're all True! (20 p.)** **(Four booklets)**	Collections of short stories as told by senior residents to groups of students from the Dr.Thomas McCulloch School in Pictou, N.S. The students used the stories for school projects. Projects of Shiretown Nursing Home and McCulloch School, Pictou, N.S.	Can be borrowed from: Nova Scotia Senior Citizens' Secretariat Information Resource Centre, Halifax. Telephone: 1-800-670-0065.

APPENDIX A: LEARNING RESOURCES FOR OLDER ADULTS

RESOURCE	DESCRIPTOR	LOCATION
Second Chance for Seniors Annual Report 1999/2000. (Report-35 p.)	The report describes activities such as The Seniors' Storytelling Circle and peer tutoring. Prepared by Diane Mullan, Seniors' Education Centre, University of Regina.	Available from: www.uregina.ca/cce/seniors/outreach-programs.htm University of Regina, Regina, Saskatchewan.
Story Tellers on Wheels by: The Group of Seven Armview Estates (Booklet-62 p.)	A collection of short stories as told by seven residents of Armview Estates residence in Halifax, N.S. by Roberta Way-Clark and Beth Howell.	Can be borrowed from: Nova Scotia Senior Citizens' Secretariat Information Resource Centre, Halifax. Telephone: 1-800-670-0065.
Storytelling (Article-4 p.)	A guide to storytelling for seniors with examples.	**In the Resource Kit** Also available from: *Expression*: Bulletin of the National Advisory Council on Aging, Ottawa.Vol.14 No.4, Fall 2001. National Advisory Council on Aging. www.naca.ca

APPENDIX A: LEARNING RESOURCES FOR OLDER ADULTS

RESOURCE	DESCRIPTOR	LOCATION
Health		
• **Brushing Method** • **Flossing Method** • **Snacking and Dental Health** **(Information sheets-2 p. each)**	Bilingual information sheets on dental health promotion. (2002)	**In the Resource Kit** Also available from: Dental Health Promotion, Ottawa City Hall. www.ottawa.ca/health
Creating Plain Language Forms for Seniors (1998) **(Booklet-33 p.)**	This is a guide for designing simple forms to be used by seniors.	Available from: Canadian Public Health Association. www.cpha.ca (order on line)
• **Do I Need a Flu Vaccination** • **The Pneumonia Vaccine** • **I Can't See as Well as I Used To** • **A Yearly Pap Smear Could Save Your Life** **(All brochures)** • **Pap Test Fact Sheet for Mature Women** **(Fact sheet)**	Brochures and fact sheets about health prevention measures for seniors.	**In the Resource Kit** Also available free of charge from: Nova Scotia Senior Citizens' Secretariat Information Resource Centre, Halifax, N.S. Telephone 1-800-670-0065.
Easy Does It! Plain Language and Clear Verbal Communication-Training Manual **(Booklet-90 p.)**	This is a package to help health professionals communicate with older patients.	Available from: Canadian Public Health Association, and National Literacy and Health Program. www.cpha.ca

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RESOURCE	DESCRIPTOR	LOCATION
Good Medicine for Seniors, Guidelines for Plain Language and Good Design in Prescription Medication. (Booklet-79 p.)	A publication for those who work with senior patients and who want to provide them with information about medications, to motivate them to take them properly, and to help them monitor themselves. It is meant especially for seniors "who cannot understand verbal or written medication information due to low literacy skills".	Available from: Canadian Public Health Association, and National Literacy and Health Program, Ottawa: CPHA, 2002. www.cpha.ca
Knowledge is the Best Medicine (Brochure and medical record book)	Information on medications; includes a medication record book. Produced by R&D Canada's Research-based Pharmaceutical Companies.	**In the Resource Kit** Available in several languages from: R&D Canada's Research-based Pharmaceutical Companies, Ottawa, Ontario 1-800-363-0203. www.canadapharma.org
Medication Matters (Articles-10 p.)	Several short articles on understanding medications.	**In the Resource Kit** Also available from: Health Canada's Division on Aging www.hs-sc.gc.ca/seniors-aines

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RESOURCE	DESCRIPTOR	LOCATION
Medicine **(Literacy exercise- 3 p.)**	An exercise in understanding non-prescription medicine labels.	**In the Resource Kit** Also available from: National Adult Literacy Agency, Ireland. www.nala.ie
• **Reading a Thermometer (2 p.)** • **First Aid (2 p.)** • **Alcohol (3 p.)** **(Information and literacy exercises)**	Information sheets on three topics with exercises.	**In the Resource Kit** Also available from: National Adult Literacy Agency, Ireland. www.nala.ie
Working with Low-literacy Seniors: Practical Strategies for Health Providers **(A guide- 44 p.)**	A guide for health providers about the impact that low literacy skills among seniors has on their health and well-being. It also describes some strategies on how to serve them well and provides a number of resources on plain language and clear communication techniques.	Available from: Canadian Public Health Association, and National Literacy and Health Program. Ottawa. www.cpha.ca
12 Tips for Self-Esteem **10 Tips for Mental Health** **(3 pages info sheets)**	Information sheets on self-esteem and mental health.	**In the Resource Kit** Also available from: National Adult Literacy Agency, www.nala.ie, and Canadian Mental Health Association www.cmha.ca/english/education

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RESOURCE	DESCRIPTOR	LOCATION
Nutrition and Fitness		
Canada's Physical Activity Guide to Healthy Active Living for Older Adults (Handbook-21 p.)	A colourful and user-friendly handbook on fitness for seniors.	**In the Resource Kit** Also available from: Health Canada 1-888-334-9769 www.paguide.com.
Fitness A Key to Fall Prevention (Brochure)	A brochure with pictures of simple exercises that people can do at home to remain fit and prevent falls.	**In the Resource Kit** Also available from: Northwood Lifeline 2615 Northwood Terrace Halifax, N.S. B3K 3S5 1-800-461-3346
Senior Friendly™ Ideas for Healthy Eating (Manual-13 p.)	Tips for seniors on planning meals, shopping, and cooking for one or two persons. Produced by the Alberta Council on Aging.	**In the Resource Kit** Also available from: Dietitians of Canada www.dietitians.ca/english/frames.htm.
The Power of Strength Training for Older Adults (Article-3 p.)	Information on the importance and benefits of strength training for seniors.	**In the Resource Kit** Also available from: Active Living Coalition for Older Adults Research Update newsletter of March 2002. www.ALCOA.ca

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RESOURCE	DESCRIPTOR	LOCATION
Type 2 Diabetes and Physical Activity for Older Adults (Article-2 p.)	An article on the importance of exercise for Type 2 diabetics.	**In the Resource Kit** Also available from: Active Living Coalition for Older Adults Research Update newsletter of May, 2001. www.ALCOA.ca
• **Walking is great for your heart!** • **Stretching Exercises for Walking (2 fact sheets)**	Fact sheets and tips on walking to prevent heart disease. Published by the Carleton Regional Heart Beat Organization.	**In the Resource Kit** Also available from: Ontario Public Health Association. www.opha.on.ca

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RESOURCE	DESCRIPTOR	LOCATION
Hobbies and History		
• **Gardening (3 p.)** • **Joining the Library (4 p.)** • **Patchworking (3 p.)** • **Enrolling in a Leisure Course (2 p.)** **(Articles)**	Literacy tips on topics of interest to seniors.	**In the Resource Kit** Also available from: National Adult Literacy Agency www.nala.ie
The Story of Nova Scotia (Article-7 p.)	A brief history of Nova Scotia.	**In the Resource Kit** Also available from: www.gov.ns.ca/cmns/notebook/story.asp

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RESOURCE	DESCRIPTOR	LOCATION
Safety		
Maintaining Seniors Independence Through Home Adaptations: A Self-Assessment Guide (24 p. guide)	A guide on preventing falls in the home with plain English checklists. Published by the Government of Canada, CMHC program.	**In the Resource Kit** Also available from: Canada Mortgage and Housing (CMHC) 1-800-668-2642 www.cmhc-schl.gc.ca
• **The Older and Wiser Driver (Brochure)** • **Wake Up! (Brochure)** • **Blinded by the Light (Brochure)**	Tips on safe driving for seniors from the American Automobile Association Foundation for Traffic Safety.	**In the Resource Kit** Also available from: www.aaafoundation.org AAA Foundation for Traffic Safety
The Safe Living Guide: A Guide to Home Safety for Seniors (Booklet-48 p.)	A booklet on safety and plain English check lists to help prevent falls in the home.	**In the Resource Kit** Also available from: Health Canada Division of Aging and Seniors www.hc-sc.gc.ca/seniors-aines

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RESOURCE	DESCRIPTOR	LOCATION
Information Technology		
So You Want to Buy a Computer, etc. **(10 fact sheets)**	Fact sheets that introduce seniors to the basics of computers, and on-line courses. Designed for seniors by the Senior's Education Centre, University of Regina and the Ryerson Polytechnic University.	**In the Resource Kit** Also available from: Senior's Education Centre, University of Regina, and the Ryerson Polytechnic University. www.seniorcentre.ca
Using Technology? Positively! **(7 sets of fact sheets-2 p. each)**	A set of fact sheets on everyday technology for seniors on topics such as telephones, computers, and banking. Prepared by the Nova Scotia Centre on Aging, Mount Saint Vincent University for Federal Provincial Territorial Ministers Responsible for Seniors, 2001.	**In the Resource Kit** Also available from: Health Canada Division of Aging and Seniors http://www.hc-sc.gc.ca/seniors-aines/pubs/

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RESOURCE	DESCRIPTOR	LOCATION
Personal Finances		
Beware of Fraud **(Article-4 p.)**	An article that alerts seniors to fraudulent practices.	**In the Resource Kit** Also available from: *Expression,* Vol.14 No.2, Spring, 2001. National Advisory Council on Aging, Ottawa. www.naca.ca
• **Canada's Retirement Income System-Simply Stated** • **2001 Seniors Guide to Federal Programs and Services** • **Guaranteed Income Supplement (Fact sheets-12 p.)**	Information on pension income programs available from the Federal government. Included is an application form for the Guaranteed Income Supplement.	**In the Resource Kit** Also available from: Human Resources Development Canada 1-800-277-9914 www.hrdc-drhc.gc.ca/isp
Managing Money: A Guide to Budgeting, Credit Use and Avoiding Money Mishaps **(28 p. guide)**	A publication on managing personal finances with plain English tables to help calculate income, budget, etc. Published by the Canadian Bankers Association.	**In the Resource Kit** Also available from: Canadian Bankers Association 1-800-263-0231 www.cba.ca

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RESOURCE	DESCRIPTOR	LOCATION
Nova Scotia Senior's Pharmacare Program: Information Booklet (Booklet-4 p.)	A booklet answering a number of questions about the provincial drug plan for seniors. A Pharmacare application form is included.	**In the Resource Kit** Also available from: Nova Scotia Senior's Pharmacare Program 1-800-544-6191.
Protecting Your Finances: How to Avoid Investment Frauds and Scams (Booklet-4 p.)	A four-page booklet with tips on how seniors can avoid scams. Published by the Canadian Securities Administrators (CSA).	**In the Resource Kit** Also available from: Nova Scotia Securities Commission, (902) 424-7768. www.gov.ns.ca/nssc

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RESOURCE	DESCRIPTOR	LOCATION
Computer Learning		
Computer Power Learning System (Tutorial Guide- 24 p.) (Learners' Workbook -78 p.)	A tutorial guide and learner's workbook to help older adults learn to operate a computer. Prepared by Intergenerational Innovations, Seattle, Washington. This is taken from a comprehensive site containing hands-on computer exercises for seniors.	**In the Resource Kit** Also available from: www.cityofseattle.net/tech/seniors
Teaching Older Adults to Use Computers: Recommendations Based on Cognitive Aging Research (Article-14 p.)	Guidelines on designing and implementing courses for older adults to learn common computer software applications. Authors: Brett D. Jones & Ute J. Bayen.	Available from: Educational Gerontology, 24: 675-689, 1998. Mount Saint Vincent University Library, Mount Saint Vincent University, Halifax, Nova Scotia.
Student Connection Program (SCP) (A folder)	For a modest fee, university students employed through this program will assist seniors in their homes on how to use computers and the Internet. An initiative of Industry Canada and Youth Employment Strategy.	Available from: Canada Business Service Centres 1-888-807-7777 www.scp-ebb.com

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RESOURCE	DESCRIPTOR	LOCATION
	Math	
Everyday Math **(Manual-28 p.)**	A manual of math problems to help older adults in the basics of banking math, shopping & budgeting and metric measures math—complete with problems and answers sheets. Adapted for Canadian use from: "Financial Literacy and Older People (FLOP) Curriculum" of the National Institute for Adult Continuing Education (NIACE), U.K. 2002.	**In the Resource Kit** Also available from: National Institute for Adult Continuing Education (NIACE), U.K. www.niace.org.uk
Old Money– **Financial understanding for older adult learners (2002)** **(Book-86 p.)**	A discussion of the financial matters unique to older adults, how to design a curriculum to respond to their needs, and recommendations to government and others.	Available from: National Institute of Adult Continuing Education (NIACE) 21 de Montfort Street, Leicester LE1 7GE Or, can be borrowed from the Nova Scotia Senior Citizens' Secretariat Information Resource Centre, Halifax. Telephone: 1-800-670-0065.

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RESOURCE	DESCRIPTOR	LOCATION
Teaching Older Adults		
Autonomy: A Teaching Package. (Manual-72 p.)	A manual describing a successful program for enhancing autonomy in seniors with a section on teaching tools that may be adapted to the teaching of literacy to older adults. (1996) Authors: Donna Sergeant, Susan Whittaker and Maigen Black. Educational Centre for Aging and Health, McMaster University, Ontario.	Available from: Caregiver Resource Centre, Mount Saint Vincent University, Halifax, N.S.
• **Briefing 2000 on Learning in Later Life, (Briefing Sheet 15-September 2000, 4 p.)** • **Meeting the Needs of Older Learners- a briefing for LSCs. (Briefing Sheet 30-June 2002, 7 p.)**	Briefing sheets published by a U.K. organization that promotes lifelong learning for disadvantaged adults. The information deals with older adults and their needs, and some examples of community-based programs.	Available from: National Institute of Adult Continuing Education, 21 De Montford Street, Leicester, U.K. LE1 7GE www.niace.org.uk
Celebrating Older Learners: Seminar Report 2001 (Article-27 p.)	A report on older adult learning projects in the U.K. It includes a list of tips for good practice.	Available from: www.lifelonglearning.co.uk/cols/front.htm

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RESOURCE	DESCRIPTOR	LOCATION
Communicating with Seniors (Booklet-36 p.)	A publication with advice on how to communicate with older adults.	Available from: Health Canada Division of Aging and Seniors. www.hc-sc.gc.ca/seniors-aines
Constructivism: A Paradigm for Older Learners (Journal article-7p.)	These authors contend that older learners do best when they control their learning environment; when new information is connected to their prior knowledge and real-life experiences; and, when there is a collaborative approach such that the instructor and student provide and share information. Authors: Dorscine Spigner-Littles and Chalon E.Anderson,	Available from: Educational Gerontology, 25: 203-209, 1999. Mount Saint Vincent University Library, Mount Saint Vincent University, Halifax, Nova Scotia.
Different Needs, Different Strategies: A manual for training low-income, older workers (Article-60 p.)	A manual with examples of community-based employment and training programs for older workers. It deals with the special characteristics of this group and ways of dealing with their needs. Author: Dorothea Gross.	Available from: The National Senior Citizens' Education & Research Center, Inc. (U.S.A.) http://wdsc.doleta.gov/seniors/html_docs/dnds.html
Elderspeak - - Is it helpful or just baby talk? (Article-4 p.)	A short article on respectful communication with older adults, especially with those in care. The information was taken from the work of Dr. Susan Kemper a professor of psychology the Gerontology Center at the University of Kansas. Author: Joy Simpson. (2002).	Available from: The University of Kansas Merrill Advanced Studies Center http://merrill.ku.edu/Inthe Know/sciencearticles/elderspeak.html

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RESOURCE	DESCRIPTOR	LOCATION
English Express: A Newspaper for Adult Learners, and Teaching and Learning with English Express. (A 4-6 p. Monthly Newspaper and teaching tool.)	It consists of short stories, recipes, crossword puzzles, and comic strips on issues of safety, driving, outdoor activities all in large print. Two pages of notes and exercises words are included. For all adult learners.	Available from: English Express, Community Programs, Alberta Learning, 8th Floor, 10155-102 Street, Edmonton, Alberta T5J 4L5
Good Practice in the Education and Training of Older Adults (Article-8 p.)	An article that looks at attempts to categorize older adults; discusses the concept of training and education in that context; examines emerging definitions of good practice for training older adults; and offers a set of guidelines for developing good practice. Authors: Prof. Keith Percy and Dr. Alexandra Withnall.	Available from: www.lill-online.net/5.0/E/5.3/practice.html
Growing Old in America: Learning English Literacy in the Later Years (Article-5 p.)	An article stating that it is important to define what older and literacy mean. Promising literacy programs are also discussed. Author: Gail Weinstein-Shr, San Francisco State University, 1993.	Available from: www.ericfacility.net/databases/ERICDigests/ed367197.html
Leading the Way to Literacy. A How-To Handbook for Seniors' Literacy Groups.	This "how to" book, published by "Seniors helping Seniors" is intended for community educators who want to organize a literacy program for seniors. Published by The Grande Prairie Regional College, Grande Prairie, Alberta. (1993)	Available from: HRDC Library Human Resources Development Canada, Ottawa, Ontario. Call # LCI54.3.G73 1993

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RESOURCE	DESCRIPTOR	LOCATION
Learning in Later Life: An Introduction for Educators & Carers. **(Book-132 p.)**	Written by a specialist in lifelong learning, the author focuses on learning per se, and presents old age as a time of opportunity for personal growth, a time to become more integrated and to be ourselves. Author: Peter Jarvis (2001)	Available from: Kogan Page Limited, 120 Pentonville Road, London, Nl 9JN
Learning to Grow Older & Bolder, A Policy Paper on Learning in Later Life	The authors argue that the U.K. government's Green Paper on learning was not clear on how government would reach older learners. The authors present their own vision of older learning and make sixty-three recommendations for increasing the participation of older adults in learning programs. Authors: Shiela Carlton and Jim Soulsby. The National Institute of Adult Continuing Education (NIACE), 1999.	Available from: Library, University of Calgary, Calgary, Alberta. Call # LC 5485 .G7 C37 1999
Lifelong Learning in Action-A Report on Seniors and Literacy	The Project Read Literacy Network of Waterloo, Ontario released a report in two parts in 1997. Part I reported on the survey of literacy needs among seniors in the area. Part II discusses the results and gives recommendations on how to make literacy programs "senior friendly" in the community, and in retirement and nursing homes. Author: Marianne Paul.	Available from: HRDC Library, Human Resources Development Canada, Ottawa, Ontario. Call # LC 5479.L53 v.1 & v.2.

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RESOURCE	DESCRIPTOR	LOCATION
"Literacy for Us"- Intergenerational Activities for Special Care Homes (Report-17 p.)	A description of intergenerational activities carried out in four special care homes (mainly seniors) such as reading and crafts. (2001)	Available from: READ Saskatoon Saskatchewan Literacy Network, 206-220, 3rd Ave. S. Saskatoon, SK. S7K 1M1
Programme d'alphabetisation à l'intention des ainés francophones (Guide-134 p.)	A guide for developing senior literacy programs based on the results of a three-year seniors' literacy project. At the end of the project, best practices were compiled. (1999). Author: Lyne Martineau	Available from: La Magie des lettres 1116, boulevard St. Laurent, Ottawa, Ont. K1K 3B6 *Available in French only.* www.nald.ca/aines/trousse.pdf
Resource Guide for Coordinators and Classroom Instructors of Senior Immigrant Learners of English as a Second Language (Booklet-27 p.)	A manual to assist instructors and coordinators working with senior ESL learners. The Senior's Educational Partnership of the Calgary Catholic Immigration Society uses it to help seniors with low levels of literacy.	Available from: Calgary Catholic Immigration Society, Seniors Literacy Project 3rd Floor, 120, 17 Avenue SW, Calgary, Alberta T2S 2T2
Senior Friendly™ Training Seminar (Manual-28 p.)	Guidelines developed by Alberta Council on Aging to help businesses and organizations improve their services to seniors. (2000)	Available from: Alberta Council on Aging www.compusmart.ab.ca/acaging
Setting the Stage: A Manual for Instructors of Older Adults (Booklet-70 p.)	Tips on how to communicate with older learners.	Available from: Alberta Council on Aging Suite 1740, 10130-103 Street, Edmonton, Alberta T5J 3N9

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RESOURCE	DESCRIPTOR	LOCATION
Teaching Seniors. **(Article-2 p.)**	A retired Professor of Gerontology, University of Texas Southwestern Medical Center offers advice on how older adult learning differs from that of younger adults. Author: HelenWest-Rodriguez, Ph.D.	Available from: www.seniornetorlando.org/teachingseniors.htm
Toward Healthy-Aging Communities: A Population Health Approach. **(Report-84 p.)**	Some projects for seniors with low literacy are described, as well as examples of what programs can best lead to enhance the independence of seniors. Author: MacLeod, Linda and Associates (1997)	Available from: Health Canada Division of Aging and Seniors. www.hc-sc.gc.ca/seniors-aines
Visually Impaired Older Learners **(Article-6 p.)**	An article that offers guidelines to course organizers and staff on how to work with older adults who are visually impaired. (Circa. 2001) A National Institute of Adult Continuing Education (U.K.) Briefing Sheet.	Available from: National Institute of Adult Continuing Education www.niace.org.uk/information/Briefing_sheets

RESOURCE	DESCRIPTOR	LOCATION
Other Resources on Literacy and Older Adults		
A Statistical Profile of Nova Scotia Seniors 2003 (Booklet-56 p.)	Statistics on population characteristics, health, diversity, living arrangements, education and literacy, income security, care and leisure of seniors in Nova Scotia.	Available from: Nova Scotia Senior Citizens' Secretariat www.gov.ns.ca/scs
At Risk: A socio-economic analysis of health and literacy among seniors (1998) (Report-64 p.)	Authors Paul Roberts and Gail Fawcett use data from the 1994 International Adult Literacy Survey to support the view that seniors with low literacy skills are more likely to have health problems than those who are literate.	Available from: Statistic Canada www.statcan.ca Or can be borrowed from: Nova Scotia Senior Citizens' Secretariat Information Resource Centre, Halifax. Telephone: 1-800-670-0065.
Canadian Guidelines on Library and Information Services for Older Adults, 2002 (Article-6 p.)	A set of proposed guidelines for libraries to use in planning services that will include the needs of older adults.	Available from: Canadian Library Association: www.cla.ca
Challenging Age: Information, advice, and guidance for older age groups. 2003 (Report-117 p.)	A report on consultations with older adults about barriers encountered regarding full employment, learning in or out of the workplace, career development, and training; includes recommendations.	Available from: Third Employment Age Network (U.K.) www.taen.org.uk/publications

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RESOURCE	DESCRIPTOR	LOCATION
Directory of Senior Citizens' Councils, Clubs, Centres and Organizations 2002-2003 (Booklet-44 p.)	A directory of seniors' organizations in Nova Scotia- published annually.	Available from: Nova Scotia Senior Citizens' Secretariat Information Resource Centre, Halifax. 1-800-670-0065.
Highlights from the Final Report of the International Adult Literacy Survey: Literacy in the Information Age. Skills for the twenty-first century. (Article-11 p.)	Highlights of the International Adult Literacy Survey prepared by the National Literacy Secretariat, Human Resources Development Canada.	Available from: www.nald.ca/nls/ials/infoage
Listen to Me! (Report- @ 60 p.)	Seniors with literacy difficulties met with policy makers from corporations and government and discussed the barriers they face when dealing with automated technology, completing forms, grocery shopping, complicated billing, hospital signage, health information brochures, medication instructions and others. (2002) This also includes a report of the project evaluation.	Available from: Seniors Resource Centre, Suite W lOO, 280 Torbay Road, St. John's, NL A1A 3W8.

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RESOURCE	DESCRIPTOR	LOCATION
Literacy and Older Adults (Article-9 p.)	The author discusses results of a study to determine different aspects of literacy skills among older adults. A chapter by Alexandra Withnall taken from the book Gerontology, Responding to a Aging Society, by K. Morgan (1992).	Available from: Jessica Kingsley Publishers, London. www.jkp.com
Never Too Old to Learn (20 minute Video)	This is a videotape promoting older adult learning.	Available from: Seniors' Education Centre, University of Regina, 106 Gallery Building, College Avenue and Cornwall Street, Regina, Saskatchewan S4S 0A2. or Can be borrowed from: Nova Scotia Senior Citizens' Secretariat Information Resource Centre, Halifax. 1-800-670-0065.
Nova Scotia, A Society for all Ages. Taking a look at the Aging Population, Volume 1, Issue 3. (Article-3 p.)	Statistics regarding the International Adult Literacy Survey results for Nova Scotia seniors. Prepared by Human Resources Development Canada. (Circa. 1998)	(No longer in print.) Copies can be obtained from: Nova Scotia Senior Citizens' Secretariat. 1-800-670-0065 www.gov.ns.ca/scs
Nova Scotia Seniors for Literacy Project. (Report-30 p.)	A report on the literacy needs of older Nova Scotians and recommendations. December 2001.	Available from: Nova Scotia Senior Citizens' Secretariat. 1-800-670-0065 www.gov.ns.ca/scs

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RESOURCE	DESCRIPTOR	LOCATION
Older Workers-An asset to the workplace (Brochure)	A brochure about an Older Worker Project by the Nova Scotia Department of Education.	For Information contact: Older Worker Pilot Project Initiative P.O. Box 578, Halifax, N.S. B3J 2S9
Older Workers in the Labour Market: Employment challenges, programs and policy implications (Report-22 p.)	Highlights of a technical report on the situation of older workers in Canada; lessons learned from public programs; possible labour market adjustment measures. (2001)	Available from: Secretariat, Forum of Labour Market Ministers, c/o Manitoba Education, Training and Youth 270-800 Portage Avenue, Winnipeg, Manitoba.
Reading the Future: A portrait of literacy in Canada (Report-10 p.)	A report of the Canadian findings of the International Adult Literacy Survey.	Available from: National Literacy Secretariat, Human Resources Development Canada. www.nald.ca/nls/ials/infoage
The Impact of Learning on Health (Article-1 p.)	A short summary of a book by Fiona Aldridge and Peter Lavender that discusses the benefits of learning among older adults, from a 2000 U.K. survey.	Available from: National Institute of Adult Continuing Education www.niace.org.uk/publications
What practitioners should know about working with older adults (Article-34 p.)	A publication designed for psychologists and other practitioners-discussing facts and myths about aging. (1998)	Available from: American Psychological Association 750 First Street, N.E. Washington, D.C. 20002-4242 www.apa.org/pi/aging/practitioners.pdf

Appendix B: Nova Scotia Community Learning Networks

Information about Nova Scotia's Community Learning Networks listed below may be obtained from the Nova Scotia Department of Education at (902) 424-7288.

Annapolis County Learning Network
Antigonish County Adult Learning Association
Bedford-Sackville Literacy Network
Cape Breton Literacy Network
Colchester Adult Learning Association
Community Learning Association North of Smokey
Cumberland Adult Network for Upgrading
Dartmouth Literacy Network
Deaf Literacy Nova Scotia Association
Digby Area Learning Association
Eastern Shore & Musquodoboit Valley Literacy Network
Guysborough County Adult Learning Association
Halifax Community Learning Network
Hants Learning Network Association
Inverness County Literacy Network
Kings County Learning Association
Lunenburg County Adult Learning Network
Nova Scotia ESL Network
Pictou County Learning Association (PiCCoLA)
Queens County Learning Network
Richmond County Literacy Network
Shelburne County Learning Network
Western Halifax Regional Municipality Community Learning Network
Yarmouth County Learning Network

Appendix C: Nova Scotia Seniors for Literacy Committee

Chairperson

Valerie White, *Executive Director, Nova Scotia Senior Citizens' Secretariat*

Committee Members

Ellen Duinker, *Member at Large*

F. Roy Hayward, *Member at Large*

Toni Heatley, *Member at Large*

Jeannine Jessome, *Coordinator- Older Worker Pilot Project Initiative, N.S. Department of Education*

Charles Martin, *Economist, Planning and Evaluation, HRDC.*

Ranjani Masih, *Client Services Manager, Halifax Regional Library*

Dr. Helga Mills, *Member at Large*

Heather Praught, *Coordinator, Nova Scotia Senior Citizens' Secretariat*

Martha Shinyei, *Adult Education Coordinator, South Western Region, N.S. Department of Education*

Project Coordinator

Marguerite McMillan, *Cultivating Lifelong Learning Opportunities for Seniors*